R E P O R T R E S U M E S

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FACT SHEET ON THE INTERNATIONAL EDUCATIONAL EXCHANGE PROGRAM, 1946-1966.

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A DESCRIPTION OF THE PRINCIPAL FEATURES OF THIS UNITED STATES DEPARTMENT OF STATE PROGRAM INCLUDES A RUNDOWN OF THE LEGISLATION WHICH INITIATED IT, A STATEMENT OF PURPOSE, AND ITS FINANCIAL ORGANIZATION. ITS HISTORY AND PHILOSOPHY ARE SET FORTH, ACCOMPANIED BY PERTINENT QUOTES. STATISTICAL INFORMATION AND A SELECTIVE BIBLIOGRAPHY ALSO ARE INCLUDED. (AF)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FACT SHEET

ON

THE INTERNATIONAL EDUCATIONAL EXCHANGE PROGRAM

1946 - 1966

- Principal Features
- History
- Philosophy
- Quotes
- Statistics
- Selective Bibliography

FL 000 836

DEPARTMENT OF STATE
BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS
APRIL 1966

THE INTERNATIONAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

PRINCIPAL FEATURES

The Fulbright Act (Public Law 79-584), signed August 1, 1946, provided authority:

- To use for educational exchanges the foreign currencies acquired by the United States from the sale of surplus war property overseas.

- To enter into executive agreements with foreign governments for the use of such currencies for financing studies, research, instruction, and other educational activities of American citizens and foreign nationals.

- To administer the exchanges overseas by the formation of binational educational foundations (or commissions) in the countries with agreements.

- To establish a Board of Foreign Scholarships (BFS), appointed by the President, to provide over-all supervision of the program. The Board selects persons and educational institutions qualified to participate. Board members are outstanding representatives of cultural, educational, student advisory, and veterans groups.

The U.S. Information and Educational Exchange Act of 1948

(Public Law 80-402), known as the Smith-Mundt Act, included authorization to use dollar funds for the exchange program.

The Mutual Educational and Cultural Exchange Act of 1961

(Public Law 87-256), known as the Fulbright-Hays Act, consolidated and expanded previous legislation on the program.

The following organizations assist the Board of Foreign Scholarships and the Department of State in carrying out the educational exchanges authorized by the foregoing laws:

- Forty-eight binational commissions provide local supervision and leadership. Each commission is governed by a board of directors who serve voluntarily and are divided equally between Americans and distinguished citizens of the participating country. Although alert to the needs and requirements of both countries, the commission functions outside the administrative structure of either government.

- Three principal American cooperating agencies of known educational repute screen American applicants for grants and assist in the educational placement of foreign grantees: The Institute of International Education in New York for student grants; the U.S. Office of Education for teacher grants; and the Committee on International Exchange of Persons, Conference Board of Associated Research Councils in Washington, for the lecture and research grants.

- The United States Information Agency through its Cultural Affairs Officers and other staff abroad assists in handling the exchange program overseas.

PURPOSE

As set forth in the Mutual Educational and Cultural Exchange Act of 1961, the purposes of the exchange program are:

--to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange;

--to strengthen the ties which unite us with other nations by demonstrating the educational and cultural interests, developments, and achievements of the people of the United States and other nations, and the contributions being made toward a peaceful and more fruitful life for people throughout the world;

--to promote international cooperation for educational and cultural advancement; and thus

--to assist the development of friendly, sympathetic and peaceful relations between the United States and the other countries of the world.

IMPORTANT FIRST STEPS UNDER THE FULBRIGHT ACT

1947 — On July 10, 1947, President Truman appointed the first Board of Foreign Scholarships (BFS) as provided by the Fulbright Act.

1948 — The first exchanges of students, teachers, lecturers and research scholars were approved by the President's Board of Foreign Scholarships (BFS) at its meeting in Washington on January 17, 1948.

Countries signatory to the earliest executive agreements in their area for educational exchange programs with the United States were:

1947	Far East	China	11/10/47
1948	Near East	Greece	4/23/48
1948	Europe	United Kingdom	9/22/48
1952	Africa	South Africa	3/26/52 (inactive)
1961		Ethiopia	12/6/61
1955	Latin America	Chile	3/31/55

1949 — The BFS established a system of State-designated scholarships which became effective in 1950. Two student applicants from each state and one from each of the territories could qualify for grants in every way equal to the awards made on the basis of national competitions. Candidates are recommended by committees appointed by each State Governor. This procedure guarantees wide geographical State representation in distribution of awards, as required by the Act.

1949 — U. S. institutions were invited to appoint Fulbright program advisers on their campuses and to organize committees to receive and comment on grant applications from their students. Advisers were appointed by 1,190 institutions and 392 institutional committees were functioning in 1949.

FINANCIAL ARRANGEMENTS

Although the catalyst for the Department of State's international educational exchange was the foreign currency fund made available through the sale of surplus properties overseas, its continuation and expansion has been made possible by dollar funds authorized under the Smith-Mundt Act of 1948. Additional foreign currency funds were later obtained under Public Law 83-480 through the sale of surplus agricultural products abroad. Cost-sharing arrangements with 10 other governments have also added financial support to educational exchanges. Individuals, colleges, universities, hospitals, private industry and organizations have also contributed financial assistance to foreign grantees under the program.

	1948		1965	
	U.S.	Foreign	U.S.	Foreign
Academic Grants	48	36	2,017	3,792
Academic Grant Expenditures	$278,841		$18,035,733	

TOTAL EXCHANGES

Secretary of State Dean Rusk presented the George Huntington Williams Memorial Lecture on October 16, 1965, at Johns Hopkins University, Baltimore, Maryland. A portion of his address on international exchange programs is given:

"The Department's programs, now conducted under the Fulbright-Hays Act, are only a part of the total of exchanges which move people to and from this country....

"In all, 82,000 foreign students attended American colleges and universities last year; another 9,000 visitors came here as teachers or for research; and more than 9,000 were serving as interns or residents in our hospitals. Some 22,000 Americans went abroad for academic purposes. And, very important for many reasons, among Americans abroad are several hundred thousand members of our armed services and their families.

"The statistics on passports and visas are worth noting. In 1946 we issued passports to approximately 189,000 American citizens. In 1964 we issued more than 1,133,000. In 1946 we issued 337,000 visas to foreigners. In 1964 we issued 1,317,000."

EDUCATIONAL AGREEMENTS BETWEEN THE UNITED STATES AND OTHER COUNTRIES WITH DATE OF SIGNING

1.	Afghanistan	Aug.	20, 1963	26.	Italy	Dec.	18, 1948
2.	Argentina	Nov.	5, 1956	27.	Japan	Aug.	28, 1951
3.	Australia	Nov.	26, 1949	28.	Korea	Apr.	28, 1950
4.	Austria	June.	6, 1950	29.	Liberia	May.	8, 1964
5.	Belgium and Luxembourg	Oct.	8, 1948	30.	Malaysia	Jan.	28, 1963
6.	Brazil	Nov.	5, 1957	31.	Nepal	June.	9, 1961
7.	Burma	Dec.	22, 1947	32.	Netherlands	May	17, 1949
8.	Ceylon	Nov.	17, 1952	33.	New Zealand	Sept.	14, 1948
9.	Chile	Mar.	31, 1955	34.	Norway	May.	25, 1949
10.	China	Nov.	10, 1947	35.	Pakistan	Sept.	23, 1950
11.	Colombia	Jan.	9, 1957	36.	Paraguay	Apr.	4, 1957
12.	Cyprus	Jan.	18, 1962	37.	Peru	May.	5, 1956
13.	Denmark	Aug.	23, 1951	38.	Philippines	Mar.	23, 1948
14.	Ecuador	Oct.	31, 1956	39.	Portugal	Mar.	19, 1960
15.	Ethiopia	Dec.	6, 1961	40.	Spain	Oct.	16, 1958
16.	Finland,	July.	2, 1952	41.	Sweden	Nov.	20, 1952
17.	France	Oct.	22, 1948	42.	Thailand	July.	1, 1950
18.	Germany	July.	18, 1952	43.	Tunisia	Nov.	18, 1963
19.	Ghana	Jan.	24, 1962	44.	Turkey	Dec.	27, 1949
20.	Greece	Apr.	23, 1948	45.	United Arab Republic	Nov.	3, 1949
21.	Iceland	Feb.	23, 1957	46.	United Kingdom	Sept.	22, 1948
22.	India	Feb.	2, 1950	47.	Uruguay	July.	22, 1960
23.	Iran	Sept.	1, 1949	48.	Yugoslavia	Nov.	9, 1964
24.	Ireland	Mar.	16, 1957				
25.	Israel	July.	26, 1956				

DATES OF COST-SHARING AGREEMENTS

Australia	Aug.	28, 1964		Iceland	Feb.	13, 1964
Austria	June.	25, 1963		Ireland	Mar.	16, 1957
Denmark	May.	28, 1962		Norway	Mar.	16, 1964
France	May.	7, 1965		Sweden	June.	28, 1963
Germany	Nov.	20, 1962		United Kingdom	May.	10, 1965

A NUMBER OF DISTINGUISHED AMERICANS have had Fulbright grants in their fields of specialization. To name a few of them -

Gardner Ackley	Economics	Chairman, President's Council of Economic Advisers; former Chairman, Department of Economics, University of Michigan.
Stephen K. Bailey	Public Administration	Dean, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse; former Professor of Public Affairs, Princeton University; Chairman, Commission on International Education, American Council on Education.
Felix Bloch	Physics	Nobel Prize Winner; Department of Physics, Stanford University.
Henry Steele Commager	History	Professor of History and American Studies at Amherst; author of The American Mind and other works.
Irene Dalis	Opera	Mezzo Soprano, Metropolitan Opera; first American-born singer, Bayreuth Festival, 1961.
Carl J. Friedrich	Political Science	Professor of Government, Harvard University; author of The Science of Government, The New Image of the Common Man, and other works.
Harry D. Gideonse	Education	President of Brooklyn College; Chancellor-designate, New School for Social Research; Chairman, Board of Directors, Freedom House.
Richard Hofstadter	History	Pulitzer Prize Winner; Professor of History, Columbia University.

Carl Kaysen	Political Science	Director, Institute for Advanced Study, Princeton, New Jersey; former Deputy Special Assistant to the President.
Alfred Kazin	Literature	Author of On Native Grounds, Starting Out in the Thirties, and other works.
Arthur M. Mizener	Literature	Professor of English, Cornell University; author of The Far Side of Paradise: A Biography of F. Scott Fitzgerald.
Emilio Segre	Physics	Nobel Prize Winner; Professor of Physics, University of California, Berkeley.
Roger H. Sessions	Music	Composer of major symphonies, concertos and other works; Critics Circle Award.
Allen Tate	Poet	Professor of English, University of Minnesota; author of On the Limits of Poetry, The Man of Letters in the Modern World, and other works. Former incumbent, Chair of Poetry, Library of Congress.
Peter Viereck	Poet	Professor, Mount Holyoke College; author of The Persimmon Tree, and other volumes of poetry.

A NUMBER OF FOREIGN FULBRIGHT GRANTEES have become prominent in their own countries. To name a few of them and their specialized fields:

Social and Economic Development

Alfonso Blandon Zeledon,	Director, Department of Agricultural Development, Agrarian Reform Institute, Managua, Nicaragua (Student, Univ. of Florida, 1957)
Dr. Madhav Sadashiv Gore,	Director, Tata Institute of Social Sciences, Bombay, India (Research at Beloit College and Univ. of Wisconsin, 1961)
Evner Ergun,	Chairman, Social Planning Department, State Planning Organization, Ankara, Turkey. (Student, Univ. of Pennsylvania, 1958).

Humanities and Religion

Olav Hove,	Director-General, Royal Ministry of Church and Education, Oslo, Norway. (Teacher development, Northwestern Univ. 1951-52)
Dr. Walter Hoellerer,	Chairman, Department of Literature, Technical University, Berlin, West Germany (University Lecturer at Univ. of Wisconsin, Madison, 1960)
Dr. Adul Wichiencharoen,	Dean, Faculty of Liberal Arts, Thammasat University, Bangkok, Thailand (Student at Georgetown University, 1952)

Business and Finance	
Amado R. Brinas,	Deputy Governor, Central Bank of the Philippines, Manila, The Philippines (Student, Columbia Univ. 1951-52)
Journalism and Public Information	
Alfred A. Alvarez,	Book and Drama Critic, New Statesmen, London, England. (Student, Princeton Univ. 1953-54)
Teodoro A. Locsin,	Editor-in-Chief, Philippines Free Press, Manila, The Philippines (University Lecturer/Research Scholar at Stanford University, 1957)
Government and Public Affairs	
Mrs. Shirley V. B. Williams	Member of Parliament (Labor), London, England. (Student, Columbia University, 1951-52)
Dr. Alfonso Ortega Urbina.	Minister of Foreign Affairs, Managua, Nicaragua. (Student, Southern Methodist Univ. 1952-53)
Dr. Auh Chun-Suk,	Ambassador of the Republic of Korea (to Mexico) (University Lecturer, MacMurray College and Illinois College, 1963)
Ole Myrvoll,	Minister of Finance, Oslo, Norway (University Lecturer, Colgate University, New York, 1958)
Dr. Shafik Ali El Khishen,	Minister of Agriculture, Cairo, United Arab Republic (Research University of California, Riverside and Berkeley)
Dr. Dionisio M. Gonzales Torres,	Minister of Public Health and Social Welfare, Asuncion, Paraguay, (Research, University of Buffalo, N. Y., and Western Reserve Univ. Cleveland, Ohio, 1958-59)

Government and Public Affairs	
Mr. Norman A. F. St. John Stevas	Member of Parliament (Conservative) London, England (Student, Yale Univ.1957)
Music and The Arts	
Dr. Nezih Firatli,	Curator, Archeological Museums, Istanbul, Turkey. (Research, Dumbarton Oaks Center for Byzantine Studies, 1962)
Prof. Steen Eiler Rasmussen,	Royal Academy of Fine Arts, School of Architecture, Copenhagen, Denmark (Research at MIT and Yale University, 1953-54)
Science and Health	
Luigi Broglio,	President, Italian National Research Council and Dean, School of Aeronautical Engineering, Univ. of Rome, Italy (Univ. Lecturer, Purdue University, Indiana, 1950-51).
Dr. Otto Hittmair,	Chairman, Department of Theoretical Physics, Institute of Technology, Vienna, Austria (Student, MIT, Mass. 1951)
Prof. Sydney Sunderland,	Dean, Medical School and Professor of Experimental Neurology, University of Melbourne, Australia (Univ. Lecturer, Johns Hopkins University, 1953)
Education	
Prof. Carl Iversen,	Rector, University of Copenhagen, Denmark (University Lecturer, University of Washington, 1952-53)

Education

Masunori Hiratsuka,	President, National Education Research Institute, Tokyo, Japan (Research, Yale Teachers College, Columbia and Fordham Universities 1954-55)
Dr. Kenneth O. Dike,	Vice Chancellor, University of Ibadan, Nigeria (University Lecturer, Northwestern Univ. Illinois, 1957)

Additional names are available on request to the Public Information and Reports Staff, Bureau of Educational and Cultural Affairs, Department of State

PHILOSOPHY

"The Philosophy of the Fulbright Programme" by Donald Cook and J. Paul Smith appeared in International Social Science Bulletin, Vol. VIII, No. 4, 1957.

Extracts from the article follow:

To persons closely associated with the Fulbright programme, its essential strength lies in its fundamental approach, designated as 'the bi-national approach'. The meaning of this concept, stated quite simply, is that, although the legal authority is derived from an action of the American legislature and the funds utilized are American funds, the role of the other participating countries is of equal weight, both in the initiation and the administration of the programme....

.....The role played by the commissions furnishes a day-by-day demonstration of the fact that the Fulbright programme is not a unilateral one, based on narrowly conceived national self-interest, but that it is a mutual programme in both its aims and processes, founded and conducted on the principle of mutual respect and mutual responsibility, and placed at the service of mutual needs and desires. While technically and literally a United States-sponsored programme, it is regarded by people in the participating countries as 'their' programme as well. It is not a propaganda programme. It is not a technical assistance programme. It is a true programme of cultural exchange....

Another kind of participation by the American public, even more indispensable to the programme's success, has grown out of the limited extent of assistance available to foreign nationals coming to the United States. As we have seen, under the terms of the Fulbright Act, and in consideration of the nature of the financial resources used, only the travel expenses of the foreign student are paid for, and the cost of his maintenance in the United States, as well as tuition and other charges, must be found elsewhere. It is significant that, in spite of this limitation, more foreign nationals should have been brought to the United States under the programme than Americans sent abroad under its terms. The reason mainly lies in the generous participation, through the grant of scholarships, fellowships, and other educational opportunities, of institutions of higher education and American non-governmental agencies.

There is probably no parallel in international cultural relationships for the conduct of an exchange programme on such wide basis of popular participation and representation. That it is regarded everywhere as a people's programme as well as a government one does much to explain its prestige, and also provides another essential insight into its philosophy. ...

QUOTES

"Of all the examples in recent history of beating swords into plowshares, of having some benefit come to humanity out of the destruction of war, I think that this program and its results will be the most prominent."

President Kennedy at a White House ceremony on August 1, 1961 marking the 15th anniversary of the Fulbright Act.

Soon after taking office in 1961 President Kennedy said:

"As our own history demonstrates so well education is in the long run the chief means by which a young nation can develop its economy, its political and social institutions and individual freedom and opportunity. There is no better way of helping the new nations of Latin America, Africa and Asia in their present pursuit of freedom and better living conditions than by assisting them to develop their human resources through education. Likewise there is no better way to strengthen our bonds of understanding and friendship with older nations than through educational and cultural interchange."

"For we know today that certain truths are self-evident in every nation on this earth: that ideas, not armaments, will shape our lasting prospects for peace; that the conduct of our foreign policy will advance no faster than the curriculum of our classrooms; and that the knowledge of our citizens is one treasure which grows only when it is shared."

Remarks of President Lyndon B. Johnson at the Smithsonian Bicentennial Celebration. Sept. 16, 1965

"We will aid those who educate the young in other lands, and we will give children in other continents the same head start that we are trying to give our own children. To advance these ends I will propose the International Education Act of 1966."

President Lyndon B. Johnson, excerpt from the State of the Union Message January 12, 1966

At the 15th anniversary of the U. S. Educational Foundation in the Netherlands on May 8, 1964, Senator J. W. Fulbright said:

> "The effects of this interchange, like the influence of learning itself, are of course immeasurable. We have indications, however, that they are wide and deep, evidence that they are good, and faith that they will outlast all of us here.
>
> "I tender my congratulations -- and sincere thanks -- to all who have contributed to the success of this bi-national endeavor. The results have exceeded our fondest expectations."

In the foreword to "The Fulbright Program: A History" by Walter Johnson and Francis J. Colligan, Senator Fulbright wrote:

> ....."I believe, that man's struggle to be rational about himself, about his relationship to his own society and to other peoples and nations involves a constant search for understanding among all peoples and all cultures - a search that can only be effective when learning is pursued on a worldwide basis. The educational exchange program is built on this premise, which, stated in another way, holds that America has much to teach in the world but also much to learn, and that the greater our intellectual involvement with the world beyond our frontiers, the greater the gain for both America and the world."

In a welcoming address to new members of the Board of Foreign Scholarships in March 1963, Secretary of State Dean Rusk said:

> "We are trying to build an international community in which nations can work together in peace. In the great world of science and scholarship and the arts, we have such international communities already in existence. For here we know that the great structure of human achievement is made up of building blocks contributed by many nations and that cooperation is necessary to the very structure of learning and the arts. There is no field in which nationality plays a more restrained role, no field in which fraud is more easily detected and more simply punished because discipline is imposed by integrity and the criterion of truth. In these programs we have people of many nations coming together at their best, and I am optimistic enough to believe that when you have people at their best you have something very good indeed."

Pertinent comment from A Beacon of Hope, a report from the U. S. Advisory Commission on International Educational and Cultural Affairs, April 1963:

-- Testimony is overwhelming from all sources that the program as a whole is effective. The Commission was frankly surprised, though gratified, at the wealth, variety and convincing character of the evidence.

-- There is impressive testimony that the exchange program increases mutual understanding.

-- Evidence is abundant that the exchange program has succeeded in helping dispel among foreign visitors many misconceptions and ugly stereotypes about the American people.

-- The exchange program does not bring about a uniformly favorable point of view on all aspects of the American scene; the reaction of former grantees varies considerably with the country from which they have come, and with the particular aspect inquired about.

-- The program has been outstandingly successful in providing a valuable educational experience to foreign grantees.

-- The evidence is significant, though somewhat less conclusive, that the grantee's U. S. visit has also benefited his home country, by enabling him to transmit to it valuable new ideas, skills, knowledge and attitudes.

-- The program has effectively established channels of communication between the people in other countries and the United States

-- In increasing mutual understanding, in demonstrating American character and achievements, in furthering the grantee's own development and career and the strengthening of his country, the exchange program has effectively supported one of the nation's most basic international objectives -- of helping support strong free societies able to work together, in mutual trust and understanding, on the grave issues of our time.

-- In sum, the American people can feel pride and deep satisfaction that, although some improvements are yet to be made, the program has proved so effective to their purposes, and has established itself as a basic ingredient of the foreign relations of the United States. There is no other international activity of our Government that enjoys so much spontaneous public approval, elicits such extensive citizen participation, and yields such impressive evidences of success. In a time when most international activities seem almost unbearably complex, hazardous and obscure in outcome, the success of educational exchange is a beacon of hope.

An extract from the Introduction to A Sequel to A Beacon of Hope

An enduring peace is not just the absence of war, not just a kind of vacuum. Tensions between nations are inevitable, and a lasting peace depends upon widely accepted arrangements for resolving those tensions in a just, orderly and nonviolent way. Such a state of affairs does not require that nations love each other nor even that they trust each other completely, but it does require some base (however modest) of understanding and tolerance. Without that base, extremes of anger, hatred or fear will all too easily push conflict beyond the possibility of orderly resolution.

Exchange of persons is probably the most effective means that has ever been found for creating such a base of understanding. It is not a sentimental gesture. It is not an effort to be generous to foreign students and visitors, nor just a means of providing Americans a personally enriching tour or period of residence abroad. It is a hardheaded investment in our future and the world's future. If the American people ever really come to understand that fact they will surely invest in these programs far more heavily than they do now.

An extract from the Introduction to Educational and Cultural Diplomacy-1963

Our times are seeing the confluence of two streams of history, uniting in a growing force for international understanding.

The first is the swelling worldwide tide of desire for education. Increasing millions in many countries--both in those societies called "mature" and in those called "emerging" and "developing"--today regard education as a ladder for personal growth and advancement, as well as for national growth and development.

The second is the rising tide of international education--the great "flow and counterflow of Americans and people from other countries who, on their own or with private or other government sponsorship, today cross oceans, borders and cultural barriers in order to see and be seen, teach and be taught in another land." This is cross-cultural communication at a multiplicity of points--stimulated and inspired by individuals, educational institutions, a broad diversity of organizations and associations, corporations, labor unions, women's groups, as well as governments.

Extracts from Teacher and Scholar Abroad, First-Person Reports of the U. S. Exchange Program, a report by The Board of Foreign Scholarships, September 1964:

Robert Katterns from New Zealand wrote:

From the educational standpoint I find myself refreshed, shaken from that dangerous position of feeling satisfied and complacent about the educational system of one's own native land, and filled with an urgent desire to return home to share with fellow teachers there the benefits of my experience....My year has not ended; it has only begun; the interchange of ideas with American teachers will continue in the future, a sharing which I feel is basic to the Fulbright programme.

R.A.C. Oliver of the University of Manchester, England, conducted research at Princeton. He stated:

My project was mainly to study secondary school examinations and the selection of college and university students in the United States, with a view to gaining suggestions for similar procedures in England, with which I am professionally concerned. With the full cooperation of agencies in the United States, I have done just what I hoped, and I am now engaged in applying the relevant experience to the corresponding problems of examination and selection in England. I consider the study I made in the United States very germane to British problems and I am finding American experience in my field very suggestive....I have submitted a report on American methods to the Secondary School Examinations Council, an agency of the Ministry of Education for England and Wales, and expect to publish further work arising from my studies in the United States.

Melvin De Fleur of the University of Kentucky at Cordoba, Argentina:

I lectured in Sociology and Social Psychology, giving a standard course in Research Methodology for advanced students. My wife and I conducted sociological research within the Provincial Court system, the police system and the penal system.

The University had no sociological library much beyond 1910, no resources, no materials, or even any heat. But it all came off very well in spite of these limitations. I brought my own library, and due to the warmth of the people and friendliness of my colleagues, the lack of physical facilities seemed unimportant. In the absence of heat, one simply teaches in his overcoat.

Robert Irick of Lebanon, Missouri in Taiwan:

The China that I've found is definitely not the China that I read about in stateside textbooks. What I've found is a China in transition from a traditional culture, that still exerts a tremendous influence, to a new "cultural goal" that even the Chinese cannot agree upon.

Perhaps the greatest result of my grant is this realization that no one picture or judgment of China today is a true one. It is a country of extreme contradiction, and any attempt to make a black and white judgement would be misleading.

Dorothy Getty of Scotia, New York in India:

India has taught much to me. Although I personally feel much more pride in my own way of life, I have a far deeper respect for simple non-Western ways. I have been impressed by the stupidity of comparing all life and cultures to U. S. standards. India also clarifies for me the term "underdeveloped."

...I believe many U. S. teachers are provincial in outlook. This experience makes one more open-minded.

A Californian in Thailand wrote:

My assignment in Thailand has been professionally the most rewarding experience of my life. There has been something to give, especially the American understanding of individual initiative. But there has also been something to learn, the development of a gracious and humane existence. It is as if I had just discovered how the humanities fit into the present scheme of things; how it is possible to belong in this world--i.e. to know that a man is contributing--even if he doesn't build bridges or bombs.

EXCHANGE OF STUDENTS

(Academic Year 1964-1965)

U. S. STUDENTS -	Number
Grants awarded for 1964-65	907
Countries students went to	42
Total student grants 1949-65.....	12,838

FOREIGN STUDENTS -	
Grants awarded for 1964-65	2,313
Countries students came from	97
Total student grants 1949-65	29,307

PROGRAM COST - 1964-65 (in dollars and local currencies)

Support to U. S. students	$ 2,378,154
Support to foreign students	5,421,672

EXCHANGE OF STUDENTS, by AREA
(Number of new grants awarded, 1964-65)

	U. S. grantees to	Foreign grantees from
Africa	64	250
American Republics	69	323
Europe, Eastern	12	41
Europe, Western	630	831
Far East	42	403
Near East & South Asia	90	465
Total	907	2,313

EXCHANGE OF TEACHERS

(Academic Year 1964-1965)

	Number
U. S. TEACHERS -	
Grants awarded for 1964-65.....	375
Countries teachers went to	39
Total teacher grants 1949-65	5,131
FOREIGN TEACHERS -	
Grants awarded for 1964-65	737
Countries teachers came from	67
Total teacher grants 1949-65.....	8,737

PROGRAM COST - 1964-65 (in dollars and local currencies)

Support to U. S. teachers.....	$ 1,192,500
Support to foreign teachers.....	1,703,207

EXCHANGE OF TEACHERS, by AREA
(Number of new grants awarded, 1964-65)

	U. S. grantees to	Foreign grantees from
Africa	1	31
American Republics	58	259
Europe, Eastern	-	3
Europe, Western	217	293
Far East	25	70
Near East & South Asia	74	81
Total	375	737

EXCHANGE OF LECTURERS

(Academic Year 1964-1965)

	Number
U. S. LECTURERS -	
Grants awarded for 1964-65.....	471
Countries lecturers went to	69
Total lecture grants 1949-65	4,799
FOREIGN LECTURERS -	
Grants awarded for 1964-65	181
Countries lecturers came from	38
Total lecture grants 1949-65.....	1,764

PROGRAM COST - 1964-65 (in dollars and local currencies)

Support to U. S. lecturers	$ 3,572,064
Support to foreign lecturers	430,780

EXCHANGE OF LECTURERS, by AREA
(Number of new grants awarded, 1964-65)

	U. S. grantees to	Foreign grantees from
Africa	20	3
American Republics	94	8
Europe, Eastern	6	4
Europe, Western	148	119
Far East	77	31
Near East & South Asia	126	16
Total	471	181

EXCHANGE OF RESEARCH SCHOLARS

(Academic Year 1964-1965)

U. S. SCHOLARS -	Number
Grants awarded for 1964-65.....	264
Countries scholars went to.....	34
Total research grants 1949-65.....	2,760

FOREIGN SCHOLARS -	
Grants awarded for 1964-65	561
Countries scholars came from	56
Total research grants 1949-65	6,510

PROGRAM COST 1964-1965 (in dollars and local currencies)

Support to U. S. research scholars ...	$ 2,002,176
Support to foreign research scholars..	1,335,180

EXCHANGE OF RESEARCH SCHOLARS, by AREA
(Number of new grants awarded, 1964-65)..

	U. S. grantees to	Foreign grantees from
Africa	10	3
American Republics	5	65
Europe, Eastern	140	25
Europe, Western	54	250
Far East		140
Near East & South Asia	55	78
Total	264	561

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